

Research on College English Classroom Construction From the Perspective of Ecological Model Cognition

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Abstract: At present, with the development of educational information technology, a high degree of artificial intelligence has led to the unbalanced development factors in the traditional English classroom. With the emergence of a new teaching model, college English teaching is in a fresh new development environment, the disadvantages of traditional teaching began to be exposed, and relevant educators began to explore the English ecological classroom. The construction of the English ecological classroom is based on Education Ecological theory. The whole English teaching is regarded as an ecosystem, teachers, students and teaching environment are ecological factors in the classroom. In order to continuously improve the English ecological classroom, it is necessary to improve various ecological factors from multiple angles to ensure the benign interaction of each factor and promote each other. Therefore, the construction of an English ecological classroom is the direction of the progress and development of universities at this stage.

Keywords: University; English teaching; Ecological classroom

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Foreword

Ecological classroom is a new teaching concept, which follows the principle of people-oriented. Therefore, it is necessary to build an ecological classroom in college English teaching for students to develop in an all-round way. However, in actual teaching, there are still shortcomings in the balanced development of teaching factors such as students, teachers, classrooms and teaching equipment. At present, how to build an ecological English classroom is the most important thing in college English teaching research. In the teaching process, teachers carry out teaching behaviors according to students' learning characteristics and cognitive ability. From the perspective of students, the ecological classroom can mobilize students' interest in learning and stimulate students' motivation to explore independently. From the perspective of teachers, the ecological classroom is conducive to the communication between teachers and students, which is convenient for teachers to understand students' learning situation and guide them to form good learning habits.

1. Analysis of the characteristics and construction needs of the college English ecological classroom

1.1 Openness and choice to create a more harmonious English teaching environment

At this stage, the disadvantages of the college English teaching environment are gradually emerging, which directly affects the quality of teaching and brings difficulties to the construction of ecological classrooms. First of all, from the perspective of the physical environment of English classroom, English teaching in many colleges and universities is carried out in the mode of large class teaching, with small classroom space and large number of students. Secondly, from the perspective of the English classroom structure

and environment, the harmony of the classroom teaching atmosphere and the harmonious relationship between teachers and students will affect the efficiency and effect of teaching. At present, there are a large number of English classrooms, limited teaching ability of teachers, less communication and interaction with students, carried out in a top-down way, makes the relationship between teachers and students relatively estranged.

1.2 Exploration and generation, highlighting a richer level of English teaching content

For the college English ecological classroom, exploration and generation are one of its major characteristics. In this regard, English teachers should focus on innovation, comprehensiveness and practicality when choosing teaching content. Firstly, English teaching in some universities lacks innovation and monotonous content. At present, the textbooks selected by universities are very fixed and lack innovation, and it is difficult to improve students' comprehensive English ability. Secondly, the English textbooks selected by universities have a lot of theoretical knowledge, and the overall lacks practicality, which makes teaching lack practical, and it is impossible to improve students' practical ability. In addition, the English teaching content lacks comprehensiveness. Today's society is an Internet era with a large amount of network information. With less understanding of the content of the industry, it is difficult to improve the comprehensive ability of students, which is not conducive to the all-round development of students.

1.3 Independent and cooperative to generate richer English teaching methods

At present, the teaching method used in college English teaching is very simple and the innovation is insufficient. First of all, universities still use the traditional indoctrination teaching method in English teaching. Teachers teach knowledge in a one-way way, and students passively accept knowledge and blindly imitate the teacher's pronunciation and intonation, which is difficult to mobilize students' enthusiasm for learning. At the same time, this teaching method is difficult to change, which makes it difficult for teachers and students to interact effectively, teachers and students lack communication, it is difficult for teachers to understand the recent learning situation of students, unable to adjust the teaching system according to the actual situation of students, and difficult to improve teaching efficiency.

1.4 Personality and harmony, perfect and more diversified English teaching evaluation

At present, the evaluation system used in college English teaching is not perfect. In the process, the evaluation of students' English proficiency is relatively one-sided, which cannot provide effective guidance for the development of English teaching. Foremost, it is obviously unreasonable to measure students' English learning level just according to the proficiency test or CET-4 and CET-6. A single evaluation method cannot fully reflect the actual situation of students. At the same time, the result of this evaluation method is very simple, which is difficult to make a comprehensive evaluation of students. Secondly, some college English evaluation systems are not perfect, and teachers, as the main body of evaluation, complete a series of contents. However, teachers will inevitably be affected by subjective factors in the evaluation process, resulting in the emergence of generalization, incomplete evaluation and other phenomena, and the inability to evaluate the actual situation of students, resulting in the imbalance of various factors in the English ecological classroom.

2. The current situation of college English classroom construction from an ecological perspective

The construction of English classroom ecology classroom needs to be carried out in an all-round way, but many college English teachers only emphasize the inspiring guidance of students in the process of practice, which makes the ecological construction effect of the classroom unsatisfactory.

Firstly, the concept of college English classroom construction is unscientific. Ecological classroom is the product of educational practice in the new era and has the characteristics of the times. However, in practice, most college English teachers still follow traditional teaching methods and carry out teaching in accordance with traditional teaching habits, resulting in insufficient students' interest in learning, difficulty in stimulating students' enthusiasm and initiative in participation, and the effect of classroom teaching is not satisfactory. Secondly, the construction method of ecological classroom is relatively backward. Especially in order to build an ecological classroom model, teachers must build a modern ecological classroom that conforms to their own learning characteristics according to the learning characteristics of contemporary college students and the characteristics of the times. However, many teachers did not take advantage of the characteristics and did not follow the traditional educational principles. This one-sided understanding makes the English ecological classroom lack the characteristics of the times, and the teaching effect is not satisfactory. Thirdly, the construction of English ecological classroom lacks vitality. In the teaching practice, teachers improve the vitality and interest of the

English classroom by building the ecological classroom. However, many teachers only use modern teaching technology for teaching, do not make full use of the rich English teaching resources in the network for teaching. Therefore, it is necessary to improve and diversify the evaluation criteria to promote the growth of students.

3. University English Ecology Class Construct Tactics

3.1 The positioning of teacher status, from “teaching-based” to “student-based”

Any course should not only impart professional knowledge, but also take on the heavy responsibility of education, following the law of human development, and college English teaching is no exception. Teachers must change from controlling students' learning to guiding those who encourage students to learn, and students must change from passive recipients to the subject of learning. First of all, teachers must position themselves as “educators” and convey truth, faith and life expectancy to students. Secondly, under the new situation, teachers should become “guides”. Classroom teaching is no longer a single teaching for teachers, and students passively accept knowledge. Teachers should create an atmosphere to guide students to actively participate, stimulate students' enthusiasm for learning, and improve students' attitude and ability to master and apply knowledge. We should gradually change from “based on teaching” to “based on students.” “Student-based” is based on students' innovation and the foundation of all-round development is to serve students, to highly respect students, and to guide students to carry out teaching as the main body. Therefore, the construction of college English classroom ecological classroom focuses on student participation, teacher-student interaction and language communication, which is a language design and learning principle closely related to the combination of learning and learning in students' lives.

3.2 Maintain the openness and sustainability of the classroom ecological environment

The ecosystem mainly focuses on itself and the corruption of the external society. On the one hand, English teaching, as a teaching ecosystem, should strengthen contact with the outside society. Only by creating an open learning environment can we mobilize students' enthusiasm for learning, promote the exchange of information, expand English topics, build a high-quality learning environment for students, and keep students away from textbooks and teaching. Teachers, enter the society to learn knowledge, strengthen the connection between in-class learning and extracurricular applications, and improve the overall development level of students under the joint role of English teaching and society. On the other hand, universities should also create development opportunities for students. The English ecology course mainly emphasizes the comprehensive development and personality of students. In the English ecological classroom, teachers strengthen students' logical thinking ability, because language and thinking are inseparable. Teachers and students, as ecological factors in the English ecological classroom, are the core and internal requirements of English teaching.

3.3 Use Internet plus technology to build a modern ecological classroom

Ecological classroom is an effective way to modernize teaching practice. Teachers should stimulate students' interest in learning in the process of practice, improve students' enthusiasm and initiative in learning, and encourage them to actively participate in the English teaching process. As a basic discipline of extensive practice and application, English requires students to practice and apply in daily life to improve the impact of English teaching on universities. Implementing ecological teaching in the classroom is an open concept. With the implementation of college English teaching, teaching classrooms are no longer the only channel for students to learn English. Teachers also adhere to the concept of openness in the construction of ecological classrooms to build open classrooms and improve teaching efficiency. With the development of Internet technology, the school has established a rich online learning platform, such as classroom ecological classrooms, online ecological classrooms and vibrant ecological classrooms.

3.4 Improve the evaluation system of English education

The evaluation method plays an important role in students' learning career, analyzes students' learning at all stages, and puts forward their own views according to students' learning situation at each stage, so as to promote the improvement of students' learning ability and ensure the quality of teaching. It is necessary to change the evaluation method from the perspective of multiculturalism and adopt diversified evaluation methods to make the comprehensive evaluation more accurate and reasonable. In particular, modern teaching evaluation promotes the evaluation of students' learning motivation and improves students' emotional experience. Both students and teachers should be the object of teaching activities and evaluation. They must strengthen the self-evaluation and mutual evaluation of students and teachers, improve the self-evaluation and self-development ability of students and teachers, and implement the flexibility of the education system.

Conclusion

In a word, there are still many problems to be solved in the construction of college English ecology classrooms. The most obvious problems are the classroom structure and value environment. In order to build a college English ecological classroom, it also requires in-depth exploration by college English teachers. This is not the task of the teacher alone, or the task of the school, which needs to be completed together. In the context of ecological education, only when teachers have the ecological concept of education and establish the ecological awareness of education can they innovate teaching concepts and education models in practical innovation, explore new teaching methods, build an English teaching system with the quality and application of students as the core, enrich the teaching content, improve the evaluation system, and improve The teaching level of teachers solves the imbalance of college English teaching, so as to ensure that college English meets the requirements of social development, subtly influence students, and promote the sustainable and stable development of college English, so that English teaching can achieve a good educational effect.

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